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ANNOTATED BIBLIOGRAPHY ON TESTS FOR THE BLIND

* ABEL, G.L., Master's thesis, George Peabody College for Teachers, 1937. 44 pp. (Abstracted in TEACHER'S FORUM, X, 1938 pp. 109-112) A Study of the educational achievement of 163 blind fifth and sixth grade students from twelve schools for the blind as measured by an adaptation of the Unit Scales of Attainment. The study showed that the median attainments of the blind testees were higher than those of the sighted except in the case of fifth grade reading and sixth grade fundamental operations. In a comparison of the educational and chronological ages the fifth grade was found to be accelerated in educational achievement by about four months while the sixth grade showed a retardation of one year and six months.

* BAUMAN, M. K., Mechanical and Manual Ability tests for use with the blind. Donahue, W., and Dabelstein, D. H., eds. PSYCHOLOGICAL DIAGNOSIS AND COUNSELING OF THE ADULT BLIND, 1950, pp. 97-113. A description of various performance tests Minn. Rate of Manipulation, Penn. Bi-manual Worksample, the Toolsample, O'Connor's Finger Dexterity Test, a sorting and assembly test and the Purdue Pegboard and a report of the study done on 312 blind adults at the Trainee Acceptance Center in Philadelphia in 1942-43. It points up the need for reliable measurements of manual dexterity of blind individuals. Attention is focussed on finding a test useful for industrial applicants. The Purdue Pegboard, O'Connor's finger Dexterity Test, and sorting and assembly test were found to be of little value for this purpose. The Minn. Rate of Manipulation, The Penn. Bi-Manual Worksample, and the Toolsample were found useful. The results show that marked differences occur even when a small amount of vision is retained, with the differences varying inproportion to the amount of orientation in work space. Other current tests, the screw driver Dexterity Test, and the Dearborn Formboard are briefly mentioned.

* BAUMAN, M. K. and HAYES, S.P., A Manual for the Psychological Diagnosis of the Adult Blind, Chapter IV, Tests and Testing Techniques. A very compact, but informative manual containing general information about the visually handicapped. Included are specific points to be considered in making a case study of an individual, summaries of tests currently available for testing the blind (with sources and prices quoted on the majority), and a good discussion of the characteristics of a desirable psychological report to the vocational counselor. A bibliography at the end of the manual includes references and the names of distributors and publishers of the testing material treated in the manual.

* BUELL, C. E., Motor Performance of Visually Handicapped Children; Doctor's dissertation. University of California, 1950. Ann Arbor, Edwards Bros., 1950. 123 pp. (Summary in Outlook for the Blind, XLIV, 1950-B, pp. 256-258.) The purpose of Buell's study was to measure the gross motor performance of blind and partially seeing children by a battery of tests including: the 50-yard dash, a basketball throw for distance, standing broad jump, and the Iowa Brace Test. Eight Hundred and Sixty-Five children in schools and classes for the blind participated in the study. Several interesting conclusions are drawn from the data obtained. Factors implied by the study as affecting the motor performance of blind children are listed as: amount of vision, duration of visual handicap, parental attitudes toward their children; and the physical education received in school and elsewhere.

* CAIRUS, J. H., A Survey of Pupils at Perkins Institution with Respect to Vision, Intelligence and Hearing. Teacher's Forum, 11, 1938, pp. 14-16, 19. A discussion of the program at Perkins when ophthalmological reports, Hayes-Binet Intelligance Test scores, and Audiometric measurements were obtained on the entire student body of 266 in May, 1937. Further testing of 36 new students in September, 1937 led to a comparative study of these two tested groups in the three factors measured. Most of the report is devoted to a comparison of the resulting data obtained from the two tested groups. The data is graphically illustrated. The survey immediately focussed attention upon the specific individuals who fell at the extremes of the distribution and individual case studies were made so that provision for their maximum adjustment could be insured.

CAMPBELL, S. E., Psychological tests in American Schools for the Blind. Teacher of the Blind, 9, 1921, pp. 80-82. Annotated in Lende, Books About the Blind, p. 155.

CORNELL, A. E., Gauging the minds of the Blind, Technical World Magazine, 23, 1915. pp. 214-217, Annotated in Lende, Books about the Blind, p. 155.

* DIMICHAEL, S. G., Psychological Aptitude and Ability tests in the Rehabilitation of the Adult Blind, American Association of Instructors of the Blind, 1946, pp. 149-152. The use of psychological tests in a public rehabilitation program sponsored by the Federal Security Agency. A brief review by the author of current tests available for testing the adult blind. Mental, manual, and mechanical ability tests as well as Interest and Personality Inventories are reviewed and commented on.

* FORTNER, E.N., A Group of Intelligence Tests in Braille, Teacher's Forum, 11, 1939, pp. 53-56. An evaluation, adaptation, and report of the Kuhlman-Anderson Intelligence Tests when applied to grades 6-12. Directions for Test 32 are included with a comparison of the scores of 102 testees on the Kulhman-Anderson and the Hayes-Binet. The Kuhlman-Anderson is a group test, consisting of 39 tests, arranged in order of difficulty, giving a most consistent increase in score for successive age levels. The tests are arranged on a sliding scale so that a largely different battery is used at each year level. For group testing, the 10 tests that best fit the age and grade level are used.

* HAINES, T. H., A Psychological Survey of the Ohio State School for the Blind. Outlook for the Blind, 9, 1916, pp. 88-92. A report of a psychological survey of 224 students of varying degrees of intelligence and sight at the Ohio State School for the Blind. The school population was classified into four groups, depending upon the degree of vision and the age at which blindness occurred. By administering a modified form of the Yerkes-Bridges Point Scale, the author found results sufficient enough to categorize the students into three groups of mentality: Mental defective, Subnormal and normal. After stating that 36% of the tested group are in the defective and subnormal range of intelligence he devotes much space to a discussion of the mentally retarded, and to their training in manual tasks from which he thinks they will profit immensely.

* HAYES, S. P., Alternative Scales for the Mental Measurement of the Visually Handicapped. Outlook for the Blind, 36, 1942, pp. 225-230. A report giving intelligent reasons for an alternative scale for the measurement of the intelligence of the blind. It considers the Wechsler Bellevue Intelligence Scale in detail, discussing its validity, reliability, and the appropriate-

ness for blind testees. A table is included making it possible to compare the Wechsler Attainments of 120 Perkin's pupils with 104 Mt. Holyoke freshmen. Since the results obtained were favorable, Hayes suggests the Wechsler Scale for use with the Blind. He recommends the substitution of the vocabulary test for the Digit Span and discusses the Directions for administering the Wechsler.

* HAYES, S. P., A new Series of Achievement Tests for use in Schools for the Blind. Outlook for the Blind, 43, 1949, pp. 1-6. A presentation of the author's adaptation of the Metropolitan Achievement Tests, Forms R-V, which correlate favorably with the Stanford Achievement Tests, and offer a new series which may be used to measure the achievement of students in schools for the blind. To emphasize the difficulty of adapting a test for the blind, the author states the major steps that were taken in adapting the Metropolitan Achievement Tests for use with the Blind. When comparisons using the data obtained from testing Grades V-IX at Perkins and Overbrook were made, satisfactory correlations were found in both schools and in most subjects.

* HAYES, S. P., Practical Hints for Testers, Hayes, Contributions to a Psychology of Blindness, 1941, pp. 220-240. A report discussing the basic principles for administering tests and the group tests currently available for testing the blind. The precautions to be taken in adapting other standard tests are listed. A section devoted to the interpretation of tests is intended both for teachers who plan to use the adaptations that have already been made, and also for those who prefer to make new adaptations. For the latter group, a list of publishers of the various tests is given. Three primary sources of of achievements tests now available for the blind are listed as: Hayes' Self-Surveys in Schools for the Blind (1921), Maxfield's Adaptations of Educational Tests for Use with Blind Pupils (1927) and the New Stanford Achievement Tests. Other available tests and reports on them are listed in an extensive treatment of the timing of tests for the blind. Six statistical tables are included to substantiate the viewpoint that time allotments for the blind should be approximately three times the sighted time allotments.

* HAYES, S. P., A Second Test Scale for the Mental Measurement of the Visually Handicapped; the Interim Hayes-Binet Intelligence Tests for the Blind, 1942. Revision, Outlook for the Blind, 37, 1943. pp. 37-41. A report on the author's adaptation of the 1937 Terman-Merrill revision of the Stanford-Binet Tests for use with the blind. Items were selected from both the L and M Forms for the Interim Hayes-Binet Intelligence Test, 1942 adaptation. Evidence of the test's validity include: A Fairly normal bell-shaped curve from the obtained IQ's and high correlations with other intelligence test scores of the same pupils. High correlations of MA's obtained on the Interim Hayes-Binet and the Stanford Achievement Tests and an increase in IQ as school status increases. Indirect evidence of the test's reliability is the satisfactory correlation with the 1930 Hayes-Binet Scale which itself has a high reliability. Direct evidence of the tests' reliability comes from a split-half method giving a reliability coefficient of r, .91. There is also a summary of a study conducted on item analysis of the vocabulary test. A small section of the article is devoted to a discussion of the directions for using the Interim Hayes-Binet tests with the Blind.

HAYES, S. P., Preface to the Adaptation of the Terman-Binet Scale for use with the blind, Outlook for the Blind, 17, 1923, No. 3, pp. 26-28. Annotation in Lende Books about the blind, p. 159.

* HAYES, S.P., Report of a Preliminary test of the reading of the pupils of the Pennsylvania Institute for the Instruction of the Blind at Overbrook, Pa., April 1917, Philadelphia, Pennsylvania Institute for the Instruction of the Blind, 1918, 20 pp. Annotated in Lende, Books about the Blind, p. 159.

* HAYES, S.P., Preliminary Study of the Influence upon School Success of the Age at which Vision is Lost. Hayes, Contributions to a Psychology of Blindness, 1941, pp. 133-145. This article is a report of a survey done in 7 schools for the blind in 1919-20, and in two other schools in 1920-21 representing approximately 600 children of different degrees and years of visual experience to discover whether there was any real difference in the achievements of children who lost their sight at different periods of their life. Curves A to K, which the author includes, indicate that there is no variation in general intelligence with the age at which sight is lost. It was assumed in many of the tests that those pupils with visual imagery should achieve better than those without visual imagery. However, in every test the attainment of those who lost their vision in the early years measured up to the median attainment of the whole number tested. In most cases no upward trend is shown with increased years of visual experience and in all the tests a considerable percentage of the highest scores were made by pupils of the early blind groups.

* HAYES, S. P., Are we Getting poorer mental material in schools for the Blind? Outlook for the Blind, 29, 1935. pp. 181-186. Also in Hayes' Contributions to a Psychology of Blindness, 1941, pp. 90-98. In answering the question, Dr. Hayes cites data obtained from two schools for the Blind who have tested their students over a 20 year period. In studying the material from two angles: arranging the IQ's obtained in parallels, and the trend determined by comparing the median I.Q's from each year; and tabulating the populations of these schools year by year, it was found that the median IQ remained practically constant from year to year, and there was no indication of an increase of the inferior or a decrease of the average and superior groups. A chart and a table of the yearly distribution of I.Q's obtained on the students entering the two residential schools are included in the article.

* HAYES, S.P., Arithmetic; teaching and testing in Schools for the Blind. Outlook for the Blind, 38, 1944, pp. 99-108. In this report, Hayes comments upon the methods employed in the schools for the blind for teaching arithmetic and also upon the testing devices used to measure this ability. Certain suggestions for the teaching of arithmetic are made based upon these two principles: (1) Social utility, and not mental discipline should be the guiding purpose and (2) the nature of the child should determine the methods and extent of instruction. Greater use of mental arithmetic is urged. A comparison of results obtained in various studies on the measurement of the arithmetical ability leads the author to conclude that this ability is not beyond the grasp of the blind student.

HAYES, S. P., First Regional Conference on Mental Measurements of the Blind. Watertown, Perkins Institution, 1952. 32 pp. (Perkins Publications No. 15). A Symposium on the various tests: Intelligence, Achievement, Aptitude, Interest and Personality Inventories, for the visually handicapped by professional people in the Boston area. The first two sections are summaries of reports that are given elsewhere by Hayes. A brief discussion of Bauman's "Emotional Factors Inventory" is included in section 3. The tape recording method of administering the Bernreute Personality Inventory is explained.

An optimistic report on the predictive value of scholastic aptitude test based on a follow up study of students tested at different levels by Taylor. An interesting report, "The Psychological Appraisal of Young Blind Children" by Harriet Sands is printed in full. Noting the lack of a standardized test for preschool visually handicapped children, Sands comments on the use of adaptable subtests from such scales as : Gessell Developmental Scale, The Merrill Palmer Preschool Scale, The Interim Hayes-Binet, and the Maxfield-Field Adaptation of the Vineland Social Maturity Scale. Instead of evaluating the child's intelligence by his IQ, Sands suggests a descriptive report of the child's behavior, recording his CA and a reference to the developmental levels at which he responds in different areas. Tables are included to clarify the data.

HAYES, S.P., Twenty Years of Research, AAIB Report 1936.

BROWN, A.W. and DAVIDSON, Margaret, Dev. and standardization of the I.J.R. tests for vis. handicapped children., J. Applied Psy., '39, 23, 229.

PINTNER, R., Intelligence testing of partially sighted children., J. Educ. Psy., 1942, 33, 265.

HAYES, S.P., Stanford Achievement Tests for the blind: old and new. Teachers Forum, 1941, 14, 2-15.

LOWENFELD, B., New reading practices. Teachers Forum, 1940, 13, 31-4.

BAUMAN, Mary K., Selective Techniques for the industrial placement of the blind., AAWB Report, 1943, 34-38.

BAUMAN, Mary K., Studies in the application of motor skills techniques to the vocational adjustment of the blind. J. Applied Psy., 1946, 30, 144-154.

HAYES, S.P., History and present status of aptitude tests for the blind. No. 14 Perkins Monograph Series, 1945.

BROWN, Paul A., Responses of blind and seeing adolescents to an intro-extraversion questionnaire. J. of Psy., 1938, 6, 137-47.

BROWN, Paul A., Ditto to a neurotic inventory., J. of Psy., 1939, 7, 211-221.

MORGAN, David H., Emotional adjustment of visually handicapped adolescents., J. Educ. Psy., 1944, 35, 65-81.

SOMMERS, V-S., Influence of parental attitudes and social environment on the personality development of the adolescent blind., Am. Foundation Mon., 1945.

CROSS, O.H., Braille edition of the Minn. Multiphasic Personality Inventory for use with the blind., J. Applied Psy., 1947, 31, 189-98.

HAYES, S.P., What mental tests shall we use?, Outlook, 1949, 43, 271-279; 1950, 44, 66-72, 91-102.

BAUMAN, Mary K., Report on a non-language learning test. Proceedings, American Association of Workers for the Blind, 1947, 99-101.

*HAYES, S.P., An historical review of achievement tests for the Blind. Outlook for the Blind, 42, 1948, pp. 300-4. A review of achievement testing of the blind showing the development from the first adaptation of a standard reading test used at Overbrook in 1918 to the adaptation of the Stanford Achievement Tests by Hayes in 1937. The success of Forms V-Z of the Stanford Achievement Tests led to an adaptation of the revised battery (Forms D-H). Two new techniques which aid in counteracting the slow Braille reading process and the difficult arrangement of tests are explained: 1. Oral Method. 2. Dot-sheets.

*HAYES, S.P., How is Johnny Doing? - Outlook for the Blind, 38, 1944, pp. 211-214. An article on the value of quantitative measurement of the student's ability and especially the advantage of percentile scores which may be compared from year-to-year showing the student's progress, as well as his place in the total population for his grade. Mention is made of the fact that most achievement tests are provided with tables of percentile norms.

*HAYES, S.P., How shall we go about testing in our schools? AAIB, 1940, pp. 185-188. Two plans are suggested: (1) An optimum plan for a school where the need for testing is fully appreciated by principal and teachers, a well trained tester is obtainable, and a desire to modify the classification and instruction of the pupils in terms of the facts revealed by the tests: In the optimum plan, individual intelligence tests are given to the doubtful and new student early. For testing over a period of 2-3 years to obtain a survey of the whole student body, the Otis Classification test may be given. Suitable achievement tests should then be given to grades 4 and above. (2) A minimum plan for schools where such an extensive program is not feasible. In this case, it is suggested that a teacher with some background in educational psychology give the Otis Classification group test and a few of the ten Stanford Achievement Tests. Then a trained tester should be engaged for testing a limited number of doubtful pupils and all the new ones with individual intelligence tests. Results and values of achievement and intelligence testing in the schools are discussed, and certain tests that have been used profitably are recommended.

*HAYES, S.P., How to Handle Test Results - A Plea for the Wider use of Group Tests. Teachers Forum 7, 1935, pp. 82-85. (also in Hayes' Contribution to a Psychology of Blindness, 1941, pp. 162-167). Because he feels that greater use will be made of group tests if the teacher knows how to handle the test scores, Hayes gives a clear explanation of a procedure for dealing with the data meaningfully, using the scores obtained by a group on the Otis Classification Test, Part II, as an example. The steps listed are: (1) Make a scatter diagram indicating the relationship of the individual scores and the group as a whole to the norms. (2) Study the exceptional scores, particularly the low ones to determine whether they have been properly measured or really lack ability. (3) Finally, methods of improvement may be planned for the hopeful cases, while the possibility of re-classification is considered for others. Three tables are included to illustrate the use of group data.

*HAYES, S.P., Intelligence and Amount of Vision. Outlook for the Blind, 29, 1935, pp. 148-152. (Also in Hayes' Contribution to a Psychology of Blindness, 1941, pp. 81-89). The report of a study done in nine schools with student population of 1,367 to answer the question asked by a superintendent of one of the schools as to whether there is an inverse relation between vision and intelligence. A survey was made including nine schools whose students had recently been classified in seven groups according to degree of vision, and who had recently been given a Hayes-Binet Intelligence Tests. Three tables and a scatter diagram are provided to clarify the findings. In each case, the results indicate that as vision increases there is a decrease in intelligence.

The author suggests several factors which might be operating to bring about this tendency.

*HAYES, S.P., An Interest Inventory for Elementary School Children. Outlook for the Blind, 45, 1951, pp. 61-68. This article is a brief discussion of interest as a motivating factor for the student. It reports on the adaptation of the Ohio Interest Inventory for use with Blind Children in Grades 4-6, listing the changes made: (1) Deleting the items inappropriate for the blind testee and substituting appropriate items. (2) Revising the method of administering the test. Directions and materials needed for administering the test are listed. The results of tests at Perkins Institution are discussed with respect to: grades, interest area, individual profiles and statistical criticism. The results of the inventory were favorable enough to lead the author to recommend its usage for measuring the interests of children in elementary schools for the blind.

*HAYES, S.P., An Interest Inventory for the Educational and Vocational Guidance of the Blind. Outlook for the Blind, 42, 1948, pp. 95-104. A discussion of the Kuder Preference Record: its adaptations for the blind, and use at Perkins Institution. The inventory was given to 58 boys and 33 girls in grades 7 upward. A detailed analysis of the results obtained with the male group is included. Three tables are used to present the data: Table I classifies the group according to IQ's. Table II shows the distribution of percentile scores and Table III compares the obtained percents with percents expected in a normal distribution. Instructions for giving the Kuder Preference Record to a blind group are also included.

*HAYES, S.P., Measuring the Intelligence of the Blind. Donahue. W. and Dabelstein, D.H. eds. Psychological Diagnosis and Counseling of the Adult Blind, pp. 77-96. This article is a brief historical review of intelligence tests (both individual and group) which have been adapted for the blind. Special emphasis is placed on correlation of the data obtained from the administering of both types of intelligence tests. Much of the data is presented in tabular form. Studies of the validity and reliability of the Hayes-Binet and Wechsler-Bellevue are also discussed. An item analysis of the Wechsler Verbal Scale results obtained on the blind compares favorably with sighted norms. The diagnostic and clinical hints suggested by Wechsler on the full scale for sighted do not seem to apply to the blind. The author recommends the use of group intelligence tests only sparingly with blind groups because of the slowness of Braille reading.

HAYES, S.P., Measuring the Intelligence of the Blind, Zahl, P.A., ed. Blindness, 1950, pp. 141-173. A historical review of intelligence testing of the blind. Similar to preceding report. (Psychology Diagnosis and Counseling of the Adult Blind, 77-96).

*HAYES, S.P., The Measurement of Educational Achievement in Schools for the Blind. Teachers Forum, IX, 1927, pp. 82-90. A report is given on the successful use of two forms of the Stanford Achievement Tests in two schools for the blind. Complete directions for administering the test to the blind are included with the hope that teachers will make use of it. In Table I a correlation of scores in the Dictation Test, with teachers' marks in spelling in a fifth grade is made showing a correlation of +.73. There is a good discussion of the various subject tests and of the method of interpreting the test scores.

HAYES, S.P., The new revision of the Binet Intelligence Tests for the Blind. Teacher's Forum, 2, 1929, No. 2; pp. 2-4. Annotation in Lende, Books about the Blind.

*HAYES, S.P., Mental Measurements of the Blind. Lende, H., ed, What of the Blind, II, 1941, pp. 33-46. This chapter presents history of and discussion of achievement tests adapted for the blind, centering about the Stanford Achievement Tests. Mention is made of the Stanford Graduation Examination and the Scholastic Aptitude Test of the College Entrance Examination Board. Both individual and group tests suitable for the blind are commented on. Reference is made to various publications which will aid the tester in his administration of the tests to a blind group. A historical review is given of the adaptations of the Binet tests from 1914 to 1941. Correlations of the 1930 adaptation with the Otis Classification Test, and the Stanford Achievement Tests are high, indicating reasonable validity. Comparisons based upon retests give correlations in the 80's and 90's for the whole series indicating it to be a fairly reliable measuring instrument. Several points concerning the mental retardation and age grade retardation to be expected in the blind group are stressed. The author [illegible] summarizes a testing program which he intends to develop.

*HAYES, S.P., Memorandum on Timing the Stanford Achievement Tests. Teachers Forum, 12, 1940, pp. 59-60. This is a brief report on the time allotments for the separate tests in the Stanford Achievement Battery. When the tests were given to a group allowing both 2½, then three times the seeing time periods, it was discovered that the shorter time allowance measured the abilities of the group as well as did the longer period and that it would be advantageous to use the shorter time limits. Because of the time element in two of the tests, Test 1 and Test 10 were divided into two alternate forms to prevent the testees from becoming fatigued in a longer testing period. It is also possible to give only one of the alternate forms forms for each test, but the raw score, in this case, should be multiplied by two before being converted into an equated score. The order in which the tests should be given, and arrangement of the tests when they are to be given over a number of days is mentioned.

*HAYES, S.P., Mental and Educational Survey in Seven Schools for the Blind, AAIB, 1920, pp. 10-17. Annotated in Lende, Books About the Blind.

*HAYES, S.P., New Methods of Testing the School Achievement of Blind Pupils. Outlook for the Blind, 37, 1943, pp. 277-282. In this article the use of the Standard Graduation Examination for Elementary Schools, the Myers-Ruch High School Progress Test, and the Sones-Harry High School Achievement Test, Form A, in the schools for the blind are discussed and evaluated. Two devices which make the testing procedure easier for the blind, the Oral Method and the Dot-Sheet Method, are well explained and recommended for use in administering the tests to the blind.

*HAYES, S.P., Standard Graduation Examination for Elementary Schools: adapted for use in schools for the blind. Hayes' CONTRIBUTIONS TO A PSYCHOLOGY OF BLINDNESS, 1941, pp. 241-262. This chapter presents an adaptation for use in schools for the blind of the Standard Graduation Examination, published in five equivalent forms - A, B, C, D & E. The main changes involved in adapting these tests for use with the blind are: (1) the multiple-choice technique has been substituted for the matching techniques when possible. (2) Six of the tests are to be given by the oral method, whereas only one is administered by this method to the sighted. (3) Certain items of the Arithmetic computation test have been omitted. The Arithmetic Reasoning Test has been divided into two parts. The following tables are included: Table I, Summary of Time Limits for the Otis-Orleans Standard Graduation Examination. Table II, Suggested Plan for a Series of Eight or Nine Sittings. Full directions for administering this adaptation to the blind are given.

*HAYES, S.P., Standard Tests in Elementary Subjects in Schools for the Blind, AAIB, 1918, pp. 42-54. Annotation in Lende, Books About the Blind, p. 160.

HAYES, S.P., Ten years of Psychological Research in Schools for the Blind, Philadelphia, Pennsylvania Institute for the Instruction of the Blind, 1927, 16 p. Annotated in Lende, Books About the Blind, p. 160.

HAYES, S.P., Terman's Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence tests adapted for use with the blind. Watertown, Massachusetts, Perkins Institution, 1930, 47 p. Annotated in Lende, Books About the Blind, p. 160.

*HAYES, S.P., The Use of Mental Measurement in the Educational and Vocational Guidance of the Blind. AAIB, 1948, pp. 207-214. This article is a sketch of the varied activities included in the testing program conducted at Perkins Research Center. Besides the use of the Wechsler-Bellevue and Hayes-Binet for measuring the intelligence of school aged children, another instrument - the Maxfield-Field Tentative Adaptation of the Vineland Social Maturity Scale is being explored as a possible device for determining the intelligence level of pre-school children. The Stanford Achievement Test and the Metropolitan Achievement Test have been successfully used in Grades 4-9 to measure the attainment of children in the main school subjects. At the high school level, achievement is measured by: The Myers-Ruch High School Progress Test, and Scholastic Aptitude Test. Another device, the Sones-Harry School Achievement Test is being considered by the research center. Four aptitude tests being used are: the Assembly Test, Disassembly Test, the Displacing Test, and the Turning Test. These motor-skill tests measure only a few simple manual performances and are recommended for monitory purposes rather than for prediction. The Kuder Preference Record is the only interest inventory treated in the article, but it is indicated as very suitable for use with the blind. Although no personality tests are named, there is a general discussion of the use of personality scales, and special emphasis is placed on the difficulty of measuring this complex factor.

*HAYES, S.P., What Do Blind Children Know? Hayes' CONTRIBUTION TO A PSYCHOLOGY OF BLINDNESS, 1941, pp. 205-219. Where specialized tests of practical information have been used with the blind, they point to special mistakes and difficulties resulting from the visual handicap. Standardized tests of school achievement show about the degree of inferiority to the seeing as their grade retardation would suggest. Greater deficiency is noted in vocabulary items. The author recommends a more extended use of standard tests of information and achievement to give an annual check-up on progress. The Sangrem Information Tests are suggested for this purpose in the lowest grades. The Stanford Achievement tests through the elementary grades, the Otis-Orleans Standard Graduation Examination at completion of 8th grade, and the Sones-Harry High School Achievement for Grades IX-XII. This testing program should show where there is the greatest need for enriching and supplementing the life experiences of the visually handicapped.

*HAYES, S.P., What's In a Grade? Outlook for the Blind, 40, 1946, pp. 211-221. This article attempts to point out the many qualitative and quantitative differences (achievement, intelligence, life age, size, etc.) to be found in a class of blind children. While a sighted class is rather homogeneous, a visually handicapped class generally is a rather heterogeneous group. In summary, a new teacher in a residential school for the blind may expect to find (1) a small class (2) age-grade retardation (3) inequality of educational training (4) wide variations in degree of vision (5) inferior physical conditions (6) wide variations in achievement (7) marked differences in intelligence levels. Several tables of data obtained mostly on Perkins students on the above points are included in the report.

*HAYES, S.P., What's New in Testing the Blind? AAIB, 1944, pp. 95-101. This is a summary of the tests now available for measuring the abilities of the blind. Measurements of intelligence listed are: Interim Hayes-Binet, 1942, Wechsler-Bellevue Adult Intelligence Tests, Verbal Scale, and the IJR tests for the Visually Handicapped. The achievement tests available are: Stanford Achievement Tests, the Otis-Orleans Standard Graduation Examination, Myers-Ruch High School Progress Test and Sones-Harry High School Achievement Tests, Form A. Use of several aptitude tests including: Displacing and turning tests, the Bi-Manual Worksample, the O'Conner Finger Dexterity tests, and the toolsample have given encouraging results though further refinement is necessary for standardization purposes. A brief discussion of personality tests emphasizes that their most dependable application is in the study of groups and trends. Special devices for measuring the achievement of non-braille readers and the semi-sighted are explained.

HAYES, S.P., Why measure? Teachers Forum, 1, 1928, #2, pp. 5-6. Annotated in Lende, Books about the Blind, p. 161.

*HAYES, S.P., The Work of the Department of Psychological Research at the Pennsylvania Institute for the Instruction of the Blind., Overbrook. Hayes' CONTRIBUTION TO A PSYCHOLOGY OF BLINDNESS, 1941, pp. 101-132. Annotated in Lende, Books About the Blind, p. 161. This is a summary of the testing program conducted by the Psychological Research Department at the Pennsylvania Institute, 1916-1920, giving a good historical background, results of testing in these years at New York State School for the Blind, the Pennsylvania Institute for Instruction of the Blind and Perkins Institution. A comparison of the Irwin-Binet scores on the blind with the sighted indicate there are fewer mentally superior and more mentally retarded among the blind than in the sighted group. A good descriptive treatment of the Pressey Group Point Scale is included and a brief summary is given of the application of the principles of experimental psychology in research study on blind groups. It describes the development of standard tests in school subjects to measure the ability of the blind.

HAYES, S.P. and IRWIN, R.B., Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence Tests, by L.M. Terman, adapted for use with the blind, 1923, Annotated in Lende, Books about the Blind, p. 161.

HAYES, S.P., Words Are Wise Men's Counters (Hobbes): How Rich Are the Blind? Hayes, CONTRIBUTION TO A PSYCHOLOGY OF BLINDNESS, 1941, pp. 188-204. This article describes how efficient blind children are in the understanding of words and how well they use words. The evidence presented is obtained from: (1) the results of the Terman Vocabulary Test given both by the group method and individually. (2) The results of the word meaning test in the Stanford Achievement Test. Full details are given for the use of these tests in the grades, with methods of scoring and suggestions for interpretation of results. The resulting data, presented in tabular form, indicates an inferiority among the blind in the understanding of words about equal to the educational retardation witnessed in the early grades, with progressively greater inferiority in late adolescence. The author suggests as a remedy for this deficiency, the extension of the spelling courses through high school.

HOLLAND, B.F., A Standardized Spanish Test for use with Blind Pupils. Teachers Forum, 8, 1935. pp. 8-12. Annotated in Lende, Books about the Blind, p. 161.

*HOLLAND, B.F., A Study of the Reactions of Physically Normal, Blind, and Deaf Children to Questions in a Verbal Intelligence Test. Teachers Forum, 9, 1936. pp. 2-10. A report on the results of Otis Classification Test, Part II, given to 229 physcially normal, 66 blind and 68 deaf children in similar school grades (3-7). The object of testing these three groups was to study the differences in their ability and to determine if there are characteristic differences in their reactions to particular questions of the test. The first part of the report includes tabular data of the average score made by each group and the average score made by each grade. The Questions are ranked for each group by obtaining the percentage of pupils giving correct answers to each, and the specifically difficult question for each group are indicated. Finally, causal factors are suggested for the difficulty experienced on certain questions by the particular group of subjects. An analysis of the results shows that the scores of the blind and normal group are higher and more closely related to each other than to the scores obtained by the deaf pointing to the conclusion that the chief differences between the three groups are due to the language handicaps of the deaf. A very good summary of the article is given on p. 10.

IRWIN, R.B., A Binet Scale for the Blind, Outlook for the Blind, 8, 1914, pp. 95-97. Annotated in Lende, Books about the Blind, p. 162.

*JOHNSON, B., Survey of Schools, AAIB, 1920, pp. 17-18, Annotated in Lende, Books about the Blind, p. 162.

*KAPPES, M., Measures of Musical Talent, Teachers Forum, 4, 1931, pp. 2-7. This article pleads for measures of musical talent for blind children. In the article, the author illustrates how the Seashore tests for sense of pitch and sense of intensity, and the Kwalwasser test of music information and appreciation can be adapted for use with Braille reading students by making a few minor innovations in the interests of Braille mechanics. The Seashore test was chosen because it is typical of the "aptitude" and "phonograph" groups, while the Kwalwasser was selected because of its interesting subject matter which the writer thought might be used to stimulate study and even to suggest objectives for an appreciation course.

MAXFIELD, K.E., Adaptation of Educational Tests for use with Blind Pupils. New York, American Foundation for the Blind, 1927, 56 p. Following Hayes 1917 adaptation of certain standard achievement tests, new impetus was given the testing field. This brochure is a discussion of the testing movement as it affected the blind in the decade 1917-1927. Included is detailed discussion of the adapted Stanford Achievement Tests and Gray Oral Reading Test and of the results obtained on blind groups. The section, "Miss West and Her Testing Program" illustrates the value of testing techniques in the educational situation for both the student and teacher. A brief Bibliography concludes the brochure.

*MCHANAWAY, H.M., Tests and Measurements, AAIB, 1920, pp. 19-20. Annotated in Lende, Books about the Blind, p. 163.

*MORRIS, W.W., A Survey of Projective Techniques for Use with the Blind Adult. Donahue, W., and Dabelstein, D.H., eds. Psychological Diagnosis and Counseling of the Adult Blind, 1950. pp. 114-129. The subject of this paper is projective techniques which the author believes to be a more meaningful and fruitful approach to the diagnosis of personality structure and dynamics than the paper-pencil questionnaires. In suggesting projective methods for the adult blind, three areas are scanned for possible fields of development. Various experimental techniques employing tactual, auditory and ideational media have been discussed and suggestions made for further research projects in the study of the personality factors on traits of the blind.

*NIDAY, W.R., Report of a Nationwide Survey of Braille Reading, AAIB, 1940, pp. 150-153. This article reports on a survey of 2600 Braille readers, in grades 3-12, to determine their reading rate and comprehension, in order to establish tentative norms which might be compared with sighted norms. The conclusions made from the survey include the following points: 1. Braille readers read at about 1/3 the speed of sighted readers. 2. Braille readers seem to understand more of what they read than the sighted. 3. Blind students have about a 3 yr. age-grade retardation. 4. Some students learn Braille quicker than others. 5. The girls had higher scores in both rate and comprehension than did the boys.

*POTTER, C.S., A Method for using the Minn. Multiphasic Personality Inventory with the Blind. Donahue, W., and Dabelstein, D.H. eds. Psychological Diagnosis and Counseling of the Adult Blind, 1950. pp. 130-136. This is a report on the adaptation of the Minnesota Multiphasic Personality Inventory for use with the blind. After Braille administration of the test proved unsatisfactory, a new medium, the wire recorder, was tried. Success in this experimental effort leads the author to recommend this method of administration. One experimental study indicated that the test results agreed with psychiatric diagnosis in 60% of the cases. Testing time by the Braille method was 3-4 hrs, whereas the wire-recording procedure requires 60-80 minutes.

*QUIMBY, N.F., The Vocational Interests of Blind High School Students. Outlook for the Blind, 38, 1944. pp. 127-129. This is a report discussing the use of the Kuder Preference Record in two schools for the blind. The results on the 45 subjects tested at Overbrook indicate that the vocational interests of the blind are quite similar to the sighted interests. In literary interest, mechanical, and scientific, the average scores of the blind are above the sighted scores. An administration of the Kuder to 14 high school pupils in New Mexico School for the Blind revealed highest interest scores in the mechanical, clerical, and persuasive fields. The author states that the results, when combined with other tests and intelligent observations, have been most useful in giving practical and worthwhile vocational guidance. Another measurement, Occupational Interest Inventory by Lee and Thorpe was tried with the New Mexico group, but due to the length of scoring time, it is not recommended. The author concludes with the statement that adequate tests of intelligence, aptitude, personality achievement, and interest are all necessary for any objective guidance purpose.

*SARGENT, R.F., The Otis Classification Test - Form A, Part II, adapted for use with classes of blind children. Teachers Forum, 4, 1931. pp. 30-33. A resume of the development of group testing, especially as applied to the blind. A discussion of the use of the Otis Classification Test, Form A, Part II with 210 blind pupils in grades 5-11 and complete directions for administering the adaptation to the blind. Use of only 40 of the 75 questions, prevents any comparison of the results with sighted norms. However, the pupils could be ranked from lowest to highest and these results compared with other standardized test scores of intelligence and achievement.

*SIMMONS, R.E., Psychological Testing of the Blind, Outlook for the Blind, 44, 1950. pp. 131-135. In this report, the author discusses the great need and use of a psychological test battery in a vocational rehabilitation program for the blind. The difficulties encountered in selecting tests which will be appropriate for testing the blind are also mentioned. Two methods which aid in the administration of certain tests to the blind - the wire recording method and the oral dot-sheet method are expalined. There is a brief, general treatment of the various types of tests, and the special problems which arise when they are being considered as measurements of the abilities of the blind person. The author includes a list of typical interest inventories reviewed in Buros Mental Measurements Yearbooks with suggestions on the method of administration.

INSTRUCTION-MANUAL: Directions for Administering Manual and Mechanical-Aptitude Tests. New York Institute for the Education of the Blind, 1945. This volume - the Instruction Manual: Directions for Administering Manual and Mechanical Aptitude Tests, is a companion volume to the Report on Vocational Training and Guidance, prepared and published by staff members of the New York Institute for the Education of the Blind. It is a summary of the techniques and procedures used in the Guidance and Diagnostic Clinic, a program inaugerated by the NYIEB, to serve blind youth. The program considers both the subjective and objective aspects when rendering service to a handicapped individual. In the first part of the booklet, a few general items of interest to test administrators are briefly listed, and an examiner's check list for use in noting and interpreting behavior is included. The remainder of the manual contains brief descriptions of several manual and mechanical ability tests and directions for administering them to the blind. Given consideration are: Hand-tool Dexterity-test PCI Test 51, Detroit Manual-Ability Task, Minnesota Rate-of-Manipulation Test, Small Parts Assembly-Test PCI Test 50, the Wiggly Block, the Western Electric No. 6A Audiometer and several tests devised by the NYIEB. On page 31, a "Battery of Tests" with the price and publisher is listed.

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